





SECOND

ANNUAL CATALOGUE

OF THE

State Normal and Industrial School,

GREENSBORO, N. C.

1893-4.

CALENDAR FOR 1894-'95.

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SESSION BEGINS

Thursday, October 4, 1894, and continues thirty-two weeks,  
exclusive of the Christmas holiday week.

ANNUAL COMMENCEMENT,

Tuesday and Wednesday, May 21 and 22, 1895.

## BOARD OF DIRECTORS.

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†B. F. AYCOCK,	Wayne county.
†HUGH CHATHAM,	Surry county.
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\*Term expires March 1, 1900.

†Term expires March 1, 1896.

‡Term expires March 1, 1898.

## OFFICERS AND FACULTY--1893-'94.

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*English Literature and Methods of Teaching Arithmetic.*

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*French.*

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*Physiology and Hygiene.*

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*Physical Culture.*

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*Domestic Science.*

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(Nash & Kollock's School.)  
*Referee in Matters Social and Domestic.*

E. J. FORNEY,  
*Commercial Department.*

FANNIE COX BELL,  
*Director of Observation and Practice School.*

MARGARET R. BELL,  
*Assistant in Commercial Department.*

MARY DANCY BATTLE,  
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EMMA BLAIR,  
*Assistants in Science.*

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ELIZABETH BERNARD,  
MARY DAIL,  
*Assistants in Domestic Science.*

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*Bursar.*

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*Secretary and Registrar.*

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*Librarian.*

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JANE STEINHILPER,  
*Assistant Librarians.*

MRS. W. P. CARRAWAY,  
*Matron.*



## STUDENTS, 1893-'94.

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<i>Name.</i>	<i>County.</i>
Albritton, Mattie L.....	Greene.
Alexander, Mary E.....	Guilford.
Allen, Ada.....	Montgomery.
Allen, Nettie M.....	Vance.
Allsbrook, Carrie.....	Halifax.
Anderson, Mollie D.....	Davie.
Andrews, Clara.....	Rutherford.
Applewhite, Mary K.....	Halifax.
Ardrey, Ida.....	Mecklenburg.
Arnold, Mamie.....	Moore.
Arrington, Mary.....	Nash.
Arrington, Florence.....	Nash.
Asbury, Emily M.....	Gaston.
Ashford, Minnie.....	Lenoir.
Austin, Gertrude.....	Granville.
Aycock, Minnie.....	Wayne.
Aycock, Mollie.....	Wayne.
Backstrom, Pauline.....	South Carolina.
Bagby, Gertrude M.....	Craven.
Bailey, Jennie.....	Chowan.
Ballard, Laura.....	Franklin.
Barbee, Minnie F.....	Durham.
Barbee, Sallie J.....	Durham.
Barber, Lula.....	Rockingham.
Barker, Ellen M.....	Buncombs.
Barker, Zither.....	Carteret.
Barnes, Minnie E.....	Edgecombe.
Battle, Bessie.....	Durham.
Battle, Mary Dancy.....	Warren.
Battle, Mary T.....	Edgecombe.
Battle, Nannie E.....	Edgecombe.
Baxter, Hettie.....	Pamlico.
Beaman, Bettie.....	Sampson.
Bell, Margaret R.....	Rutherford.
Bell, Mary Allie.....	Transylvania.
Bell, Mrs. F. C.....	Guilford.
Bernard, Lizzie.....	Buncombe.
Berry, Hattie M.....	Orange.
Bivens, Julia.....	Union.
Blair, Elva.....	Guilford.



<i>Name.</i>	<i>County.</i>
Blair, Emma H.....	Guilford.
Blair, Martha E.....	"
Boddie, Viola... ..	Nash.
Bond, Helen.....	Chowan.
Bond, Nellie A.....	Bertie.
Boone, Lucy A.....	Hertford.
Bowers, Nellie M.....	Northampton.
Boyd, Sethelle.....	Iredell.
Bradley, Mary.....	Gaston.
Bradshaw, Ollie.....	Moore.
Bradsher, Eugenia.....	Person.
Broadaway, Maude F.....	Guilford.
Brooks, Anna.....	"
Brooks, Lizzie H.....	Moore.
Brown, Rachel C.....	Craven.
Bryan, Alice.....	Wake.
Buchanan, Mattie A.....	Guilford.
Buffalo, Mattie.....	Wake.
Buie, Fodie M.....	Robeson.
Bunn, Hattie.....	Nash.
Caldwell, Margaret.....	Mecklenburg.
Caldwell, Mattie J.....	Wayne.
Caldwell, Pattie.....	Guilford.
Calhoun, Annie.....	Pamlico.
Capehart, Kate A.....	Bertie.
Carpenter, Ada.....	Anson.
Carraway, Irma.....	Guilford.
Carter, Pattie.....	Wake.
Caveness, Flora M.....	Randolph.
Cherry, Cena .....	Pitt.
Clapp, Maude J.....	Guilford.
Clark, Nannie G.....	Edgecombe.
Clarkson, Elizabeth Yates.....	Mecklenburg.
Clegg, Cornie.....	Guilford.
Coble, Nora.....	Guilford.
Coble, F. Maude.....	Richmond.
Cole, Jeppie.....	Durham.
Collett, Alice R.....	Burke.
Collett, Etta M.....	Burke.
Collins, Alethea.....	Orange.
Colwell, Alberta.....	Duplin.
Conyers, Lillian E.....	Franklin.
Cook, Sallie G.....	Guilford.
Copeland, Fannie A.....	Iredell.
Covington, May.....	Richmond.

<i>Name.</i>	<i>County.</i>
Cowper, Lucy A.....	Gates.
Cox, Julia E.....	Wayne.
Craft, Bettie.....	Washington.
Crawford, Vergie.....	Macon.
Crews, Ola.....	Granville.
Cromartie, Kittie.....	Bladen.
Croom, Mamie F.....	Robeson.
Crow, May K.....	Wake.
Curtis, Cammie.....	Guilford.
Dail, Mary.....	Greene.
Dalrymple, Annie.....	Moore.
Dalton, Susie.....	Rockingham.
Davis, Gertrude.....	Burke.
Davis, Lillian.....	Yadkin.
Deans, Bettie.....	Wilson.
Deans, Iva C.....	Wilson.
DeArmon, R. Brice.....	Mecklenburg.
Deaton, Cornie.....	Iredell.
Dees, Lucy F.....	Pamlico.
Denny, Alice.....	Guilford.
DeVane, Lillian.....	Cumberland.
DeVane, Mary F.....	New Hanover.
Dillon, Hattie N.....	Wayne.
Dixon, Mamie M.....	Catawba.
Douglass, J. Madeleine.....	Guilford.
Drew, Nannie J.....	Bertie.
Duffy, Kate.....	Guilford.
Duffy, Nannie.....	Guilford.
Dunavant, Lila.....	Burke.
Early, Meta.....	Hertford.
Einstein, Florence.....	Lenoir.
Elkins, Ellen J.....	Bladen.
Ellington, Jeannie H.....	Rockingham.
Erwin, S. Alice.....	Buncombe.
Eskridge, Jessie.....	Cleveland.
Eubanks, Nettie.....	Orange.
Evans, Mary S.....	Chowan.
Exum, Iola.....	Greene.
Falls, Laura E.....	Cleveland.
Farmer, Eva.....	Wilson.
Fennell, Lou.....	Sampson.
Ferguson, Mamie.....	Wake.
Ferguson, Blanche.....	Wilkes.
Fetzer, Mary White.....	Cabarrus.
Fields, Beulah.....	Alleghany.

<i>Name.</i>	<i>County.</i>
Fields, Maude.....	Alleghany.
Fields, Ida E.....	Lenoir.
Fleming, Lucy.....	Warren.
Fodrey, Beulah.....	Carteret.
Folley, Matilda.....	Moore.
Foy, Rachel.....	Jones.
Fowler, Nettie G.....	Guilford.
Franklin, Lillian.....	Forsyth.
Frazier, Verdie M.....	Mecklenburg.
Freeman, Rebecca.....	Surry.
Fry, Maggie E. P.....	Richmond.
Fuller, Ida.....	South Carolina.
Garvin, Hattie G.....	Catawba.
Gash, Margaret.....	Burke.
Gatewood, Aurie Jeter.....	Anson.
Gay, Ida Sue.....	Northampton.
Gill, Celestia Jones.....	Vance.
Glass, Johnsie.....	Guilford.
Gormley, Charlotte C.....	Mecklenburg.
Grant, Sallie M.....	Northampton.
Green, Alice.....	New Hanover.
Grierson, Bessie.....	Cabarrus.
Grimsley, Stella E.....	Greene.
Hall, Marcia E.....	Cumberland.
Hane, H. Minette.....	South Carolina.
Hamner, Maria.....	Guilford.
Hampton, Minnie R.....	Iredell.
Hankins, Annie R.....	New Hanover.
Hare, Cora.....	Hertford.
Harper, Blanche F.....	Lenoir.
Harrell, Alida M.....	Gates.
Harris, Emma B.....	Northampton.
Harris, Fannie L.....	Mecklenburg.
Harris, Mary Lewis.....	Cabarrus.
Harris, Sue May.....	Alamance.
Harrison, Clyde.....	Wake.
Harrison, Maude.....	Wake.
Harrison, Nannie.....	Wilson.
Henderson, Zalie.....	Burke.
Herring, Sallie.....	Wilson.
Hirshinger, Sadie J.....	Mecklenburg.
Hinshaw, Ida C.....	Forsyth.
Hinton, Berta.....	Camden.
Hobbs, Ina.....	Sampson.
Hodges, M. Eliza.....	Lenoir.

<i>Name.</i>	<i>County.</i>
Holloway, Lou. Price.....	Person.
House, Ella.....	Halifax.
House, Lucy.....	Halifax.
Hudgins, Rebecca P.....	Gates.
Hudson, Pearl D.....	Union.
Hunter, Mrs. Lydia C.....	Catawba.
Hunter, Mary Emma.....	Craven.
Hussey, Lena.....	Duplin.
Howard, Bettie.....	Edgecombe.
Ingram, Lucy.....	Cumberland.
Ingram, Sallie.....	Wayne.
Israel, Sudie.....	Buncombe.
James, Lina V.....	Pasquotank.
James, Sabrella.....	Sampson.
Jamison, Minnie.....	Rowan.
John, Mary.....	Richmond.
Johnson, Emma.....	Chatham.
Johnson, Ida.....	Stokes.
Johnston, Julia.....	Lincoln.
Jones, Lydia A.....	Wake.
Joyner, Mrs. J. Y.....	Guilford.
Kase, Mabel Helen.....	Guilford.
Kenan, Rosa V.....	Pender.
Kerner, Jessie B.....	Forsyth.
Lamb, Ethel.....	Guilford.
Langston, Sophronia.....	Hyde.
Lawrence, Elizabeth.....	Edgecombe.
Lazenby, Mamie.....	Iredell.
Lee, Bertha Marvin.....	Davie.
Lenoir, Laura.....	Caldwell.
Lewis, Annie M.....	Guilford.
Lindley, Tina K.....	Guilford.
Lindsey, Bertha M.....	Rockingham.
Link, Annie Laura.....	Durham.
Little, Madge.....	Anson.
Livermon, Mattie.....	Bertie.
Livingston, Katharine.....	Richmond.
Long, Annie.....	Alamance.
Loftin, Maria D.....	Duplin.
Lytch, Flora.....	Richmond.
Malloy, Annie Belle.....	Robeson.
Maxwell, Nannie A.....	Mecklenburg.
Mayo, Annabel.....	Edgecombe.
Mayo, Lizzie.....	Bertie.
McCaull, Margaret B.....	Guilford.

<i>Name.</i>	<i>County.</i>
McCaull, Angela.....	Guilford.
McClees, Bertha M.....	Durham.
McDonald, Flora.....	Mecklenburg.
McDowell, Emmie.....	Guilford.
McDuffie, Lizzie A.....	Richmond.
McEachern, Julia.....	Robeson.
McFadyen, Allie C.....	Bladen.
McIver, Anna.....	Moore.
McIver, Mary.....	Chatham.
McIver, Mrs. C. D.....	Guilford.
McLean, Clarkie.....	Robeson.
McPhail, Katie .....	Robeson.
Melton, Ella.....	Guilford.
Merritt, Addie May.....	Person.
Michaux, Annie G.....	Guilford.
Michaux, Annie M.....	Guilford.
Middleton, Mary Haywood.....	Guilford.
Middleton, Stella.....	Duplin.
Milam, Mary W.....	Warren.
Milam, Sallie E.....	Warren.
Miller, Addie .....	Mecklenburg.
Miller, A. Barnette.....	Mecklenburg.
Moore, Annie.....	Wilson.
Moore, Carrie George .....	Wayne.
Moore, Kate.....	Iredell.
Morgan, Mary Bayard.....	Craven.
Motz, Bessie.....	Lincoln.
Mullins, Alice M.....	Wake.
Mullins, Carrie .....	Wake.
Myers, Oliva.....	Beaufort.
Neel, Mary Ann .....	Mecklenburg.
Neville, Addie.....	Person.
Newland, Laura.....	Buncombe.
Oates, Mamie A.....	Sampson.
O'Hagan, M. Eva.....	Wilson.
Oliver, Bessie D.....	Wayne.
Page, Daisy.....	Wake.
Page, Jessie Wills.....	Burke.
Palmer, Emma M.....	Warren.
Palmer, Sue Russell.....	Warren.
Palmer, Sallie Milam.....	Warren.
Parker, Annie Eliza.....	Hertford.
Parker, Annie M.....	Perquimans.
Parker, Issie.....	Gates.
Parker, Margaret L.....	Gates.

<i>Name.</i>	<i>County.</i>
Parmelee, Ethel May.....	New Hanover.
Patrick, Blanche.....	Greene.
Pearsall, Sarah A.....	Wayne.
Pegram, Phoebe C.....	Surry.
Peirce, Maggie.....	Duplin.
Pemberton, Lillie.....	Guilford.
Perry, Maggie May.....	Iredell.
Person, Louise.....	Wayne.
Peyton, Lottie A.....	Guilford.
Pharr, Berta.....	Haywood.
Pickard, Lorena.....	Orange.
Pittman, Annie May.....	Edgecombe.
Pope, Hallie C.....	Durham.
Provow, Hester A.....	Onslow.
Pulliam, Amelia.....	Buncombe.
Purvis, Della.....	Martin.
Query, Mary.....	Cabarrus.
Ratliffe, Henrietta Alberta.....	Rockingham.
Reid, Emma Lee.....	McDowell.
Reid, Lucile.....	Rockingham.
Richardson, Nannie E.....	Johnston.
Riddick, Elsie G.....	Gates.
Riddick, Virgilia.....	Gates.
Robertson, Burdell.....	Macon.
Robertson, Ella.....	Alamance.
Robertson, Jennie E.....	Cumberland.
Robinson, Annie.....	Macon.
Robinson, Kate I.....	Macon.
Robinson, Leone.....	Tennessee.
Robinson, Mattie.....	Gaston.
Rose, Annie Lee.....	Johnston.
Sanders, Mary A.....	Union.
Saylor, Wrennie.....	Anson.
Schell, Ora Lee.....	Caldwell.
Scott, Grace L.....	Buncombe.
Scott, Sadie E.....	Buncombe.
Scott, Sallie Welford.....	Warren.
Sessoms, Lula B.....	Cumberland.
Sessoms, Mattie E.....	Cumberland.
Sharpe, M. Elverta.....	Guilford.
Shaw, Catherine S.....	Beaufort.
Shaw, Jennie D.....	Vance.
Shivers, Emeline.....	Edgecombe.
Shober, Vivian Grey.....	Guilford.
Simmons, Eva.....	Halifax.



<i>Name.</i>	<i>County.</i>
Singletary, Mary.....	Bladen.
Slade, Annie Belle.....	Rockingham.
Smallbones, Grace M.....	New Hanover.
Smallwood, Annie.....	Bertie.
Smith, Anna K.....	Buncombe.
Smith, Appie.....	Pitt.
Smith, Blanche.....	Columbus.
Smith, Carrie B.....	Guilford.
Smith, Ella.....	Robeson.
Smith, Essie E.....	Northampton.
Smith, Jennie L.....	Guilford.
Smith, Lala.....	Guilford.
Smith, M. Gertrude.....	Guilford.
Smith, Margaret P.....	Buncombe.
Smith, Mary Louise.....	Buncombe.
Smith, Sarah P.....	Guilford.
Snipes, Lucy.....	Chatham.
Spier, Etta R.....	Wayne.
Stancill, Annie Laura.....	Johnston.
Stanford, Mary.....	Orange.
Staton, Ora C.....	Anson.
Stegal, Mary L.....	Virginia.
Steinhilper, Jane.....	Cumberland.
Stewart, Lizzie.....	Guilford.
Stone, Susie.....	Guilford.
Strudwick, Margaret M.....	Orange.
Strudwick, Nannie E.....	Orange.
Sutton, Ruth.....	Lenoir.
Swinson, Laura.....	Sampson.
Switzer, Laura.....	Carteret.
Struthers, Hester.....	New Hanover.
Tatem, Janet.....	Camden.
Taylor, Jennie.....	Guilford.
Taylor, Annie.....	Guilford.
Taylor, Lillie.....	Guilford.
Taylor, Lyde E.....	Lenoir.
Tedder, Marian.....	Richmond.
Tinnin, Mary I.....	Orange.
Townsend, Claudia.....	Robeson.
Townsend, Lillian V.....	Robeson.
Townsend, Sallie.....	Robeson.
Tucker, Emma.....	Guilford.
Turner, Fannie W.....	Wake.
Turner, Mariaddie.....	Iredell.
Tyson, Ada L.....	Pitt.



<i>Name.</i>	<i>County.</i>
Tyson, Lucy O.....	Pitt.
Vaughan, Annie A.....	Pasquotank.
Von Glahn, Carrie May.....	New Hanover.
Wade, Annie .....	Mecklenburg.
Waite, Daisy B.....	Wake.
Walton, Margaret M.....	Gates.
Watkins, Mary C.....	Anson.
Watkins, Bessie.....	Virginia.
Watlington, Hattie.....	Guilford.
Watson, Willie L.....	Warren.
Weatherly, Elsie.....	Guilford.
Weatherly, Flora V.....	Guilford.
Weatherly, Mary P.....	Guilford.
Weaver, Carrie A.....	Guilford.
Weaver, Mary .....	Guilford.
Webb, Minnie Lee .....	Anson.
Wharton, Callie A.....	Guilford.
Whedbee, Pennie.....	Perquimans.
White, Mary Stuart.....	Alamance.
White, Nellie.....	Halifax.
Whitford, Annie.....	Jones.
Wiley, Mary C.....	Forsyth.
Williams, Annie.....	Rockingham.
Williams, Eliza N.....	Yadkin.
Williams, Sue Dixie.....	Gates.
Willson, Clara G.....	Guilford.
Wilson, Fannie.....	Caswell.
Wilson, Mattie.....	Caswell.
Winchester, Maude.....	Guilford.
Wood, Bessie Martin.....	Chowan.
Wood, Kate.....	Chowan.
Wood, Nannie G.....	Forsyth.
Wooten, Mabel E.....	Lenoir.
Wyatt, Marion.....	Guilford.
Wyche, Julia Lillian.....	Iredell.
Yates, Iola Lacy.....	Wake.

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## PUPILS OF PRACTICE AND OBSERVATION SCHOOL.

Pearl Floyd,	Charlie McIver,	Hattie Smith,
Emma Frye,	Eileen Neale,	Lillie Smith,
Sallie Hussey,	Willie Neale,	Katie Vanstory.
Annie McIver,		10
Total.....		401

# State Normal and Industrial School.

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## HISTORY OF ITS ESTABLISHMENT.

By act of the General Assembly of 1891, the North Carolina State Normal and Industrial School was established.

In 1886, the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, as State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution.

But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, and failed in the House by only a few votes.

By the time the next General Assembly had met, in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmers' Alliance, in 1890, at its annual meeting in Asheville, passed resolutions asking the State to aid in the higher education of girls and women. Hon. J. L. M. Curry, agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for a Normal College, and, through him, the Peabody fund gives substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features; whereupon the act establishing the Normal and Industrial School was passed and an annual appropriation made for its maintenance. The management of the Institution was placed in the hands of a Board of Directors, consisting of one member from each of the nine congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it should be located "at some suitable place where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."

The Board of Directors decided to accept Greensboro's offer, which was \$30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits of Greensboro, donated by Messrs. R. S. Pullen and R. T. Gray, of Raleigh.

Since the original donation, nearly four acres of land have been purchased.

#### PURPOSE AND ORGANIZATION.

In section 41 of the Constitution of 1776, adopted at Halifax, the State acknowledges its obligation to provide educational facilities for the "instruction of youth" "at low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

This mandate has been only partially obeyed. The State University for males began its career of usefulness very soon after the adoption of the Constitution. A few years ago the Agricultural and Mechanical College, also for males, was established under State auspices and by the aid of the State and the general government.

But it has taken the State more than a century to come to

a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by state and national annual appropriations, or by the income from endowment funds. It was in response to the just sentiment that, if the state proposed to pay for nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister, that the Normal and Industrial School was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculties are paid by state appropriations, or by incomes from endowment funds.

The state wants this Institution to be good enough for any of its citizens, and the expenses low enough for all. That is what it will strive to become.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is very clearly stated in Section 5 of the Act establishing it. It is as follows :

"SEC. 5. *The objects of this Institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in drawing, telegraphy, typewriting, stenography, and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors.*"

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work in whatever walk of life her lot may be cast. To that end there are three distinct departments in the course of study. But the value of the training received in either department

will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

1. The Normal Department.
2. The Commercial Department
3. The Domestic Science Department.

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#### NORMAL DEPARTMENT.

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make that its first aim. But all scholars are not teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the best literary and scientific education, including work in English and History, Mathematics, Natural Sciences, Ancient and Modern Languages, Industrial Art, Vocal Music, and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching as will give the student the ability and the inclination to teach others. A person who has the right kind of education will want other people to have it. This is the spirit of the true teacher, who, in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who had completed their literary education and had graduated from other institutions. This would be an ideal Normal College, but would be, as it has generally been elsewhere when tried, a practical failure in North Carolina. For, while a number of bright, ambitious

graduates from other institutions each year apply for admission into the Normal and Industrial School, the state would not and should not, under present conditions, support an institution for that small number. The majority of the graduates in the state do not expect to become teachers. As a rule, those who would make the best teachers for the state have not been able to get sufficient scholarship to become experts. Those who have been in better financial circumstances, and who desired to become teachers, were confronted with the fact that there was not an institution in the State whose curriculum was arranged with a special view to educating teachers.

Therefore the Normal and Industrial School will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing and maintaining a high standard of scholarship and professional life among the teachers of the state.

#### **COMMERCIAL DEPARTMENT.**

The business or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Book-keeping, is intended especially for those women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

#### **DOMESTIC SCIENCE DEPARTMENT.**

The authorities of the Institution recognizes the fact that the natural and proper position in life for the average woman is at the head of her own household. Exceptions, however numerous, do not affect this rule. This department is therefore mentioned last, not because it is least important, but because training in the other two departments constitutes a very fine preparation for domestic life. A model woman as the mistress of a model home, ought to know something of



business, and, above all things, ought to be an intelligent teacher.

In addition to the training in the other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking and Sewing; Cutting and Fitting; Care of the Sick; General Household Economy.

### **SPECIAL DEPARTMENTS.**

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Vocal Culture, including Vocal Music, Reading and Elocution.

2. Physical Culture, including Gymnastics, Calisthenics, and such exercises as are best suited to meet individual needs and to promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician under whose supervision this department will be conducted.

3. Industrial Art, including Form-Study and Free-Hand Drawing; Architectural and Mechanical Drawing; Modeling in Clay; Designing and Decorative Art, and the History of Art.

Every teacher ought to be able to give lessons in vocal music, drawing, and physical culture, and those desiring to graduate in the Normal Department will be required to take a prescribed course in these departments.



## COURSE OF STUDY AND GRADUATION.

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It is the special province of the Normal and Industrial School to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect, the æsthetic features of education.

While the entire course of study has been arranged with a special view to preparing young women to teach, it is doubtful whether any young woman who wants a good general education could pursue a more profitable course of study than the one indicated.

For a student who enters the Freshman class to complete the course of instruction in the Institution will require four years of work, and, upon its completion, she will graduate with a diploma, which will be a life-license to teach in North Carolina.

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### DEPARTMENT OF PEDAGOGY.

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C. D. McIVER,  
P. P. CLAXTON,  
FANNIE COX BELL.

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Seeing truth is one thing ; making others see it is another and a far greater undertaking. The first is the essential of scholarship ; but both are indispensable to the skillful teacher.

The purpose of this department is to do such work and to give such training as will help to convert scholars into teachers.

Realizing the fact that a large majority of teachers teach as they are taught rather than as they may have learned how to teach, great pains is taken to use always that method of instruction which is based on the laws of intellectual growth.

A portion of the work of each department has been to teach right methods of teaching the subjects included in that department.

The course of study embraces the following :

1. The History of Education and of Educational Reformers;
2. The Science of Education, or Educational Principles;
3. The Art of Education, or Methods of Teaching.

## COURSES OF STUDY.

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COURSE I.—Elementary Psychology, with special reference to the laws of mental development and of knowledge-getting, and their application in the education of children. This work is largely inductive, with original observations.

COURSE II.—(a.) History of Education—Painter, with parallel reading in Compayre, Quick, Browning, etc.; (b.) Special study of Bacon, Comenius, Locke, Rousseau (Emile), Pestalozzi (Life and Works, by DeGuimps), Froebel (Education of Man), and Spencer (Essay on Education).

COURSE III.—(a.) Science and Art of Education—Joseph Payne's Lectures on Education, Rein's Outlines of Pedagogy, DeGarmo's Essentials of Method; (b.) Special study of methods in the various branches taught in the primary and secondary schools—lectures with mimeograph syllabi and full references, by chapter and pages, to all books and journals in the library, treating these subjects; (c.) Teaching in the practice school under the direction and criticism of the heads of the department.

COURSE IV.—A brief course in principles and methods of teaching, discipline, and general school management, for those who desire to take the certificate and for all those of the Freshman, Sophomore, and Junior years who do not expect to return to the school. Members of this class will give as much time to the practice school as can be arranged for.

In the regular course, "Course I." comes in the Sophomore year, "Course II." in the Junior, and "Course III." in the Senior. "Course IV." will in no case be considered as a substitute for "Course I." or "Course II."

**PRACTICE AND OBSERVATION SCHOOL.**

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This school was established in connection with the Normal School last October.

There were in attendance ten small children, ranging from five to eight years of age, none ever having attended school before.

The object of this school was to give the Seniors and those applying for certificates actual practice in methods taught in the pedagogical department.

The Seniors were required to do three hours of work in the school a week, and were allowed to go in at any time for observation. Applicants for certificates were also admitted for observation and practice-work with the pupils.

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**DEPARTMENT OF ENGLISH.**

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J. Y. JOYNER.

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The course in English embraces four years. Each class recites three times a week. To stimulate and cultivate a taste for good literature, masterpieces of prose and poetry are studied each year. These masterpieces of English literature serve also as sources of inspiration and models for the student. From a careful study and analysis of these, under the direction of the teacher, the student may be led to discover the secret of their power, and to observe and to learn from these concrete examples many of the laws of literary art.

Literary work, based upon and supplementary to this study of literary models, is required of every student in every class. A progressive course in English composition, commencing with the simplest forms of composition and concluding with the more complex forms of essay writing, extends through the four years.

The principal works of the representative authors of the important epochs in English literature are studied, that the student may observe for herself the development of the English language and literature.

FIRST YEAR.—A Brief Review of the Essentials of English Grammar and the Laws of Sentence-structure; Exercises in Letter Writing, Dictation, Reproduction of Short Stories, etc., with Special Attention to Sentence-structure, Capitalization and Punctuation; Study of Certain Masterpieces of Irving, Hawthorne, and other Prose Writers of this Century; Principles and Laws of Narration and Description; Clark's Briefer Rhetoric; Practice in Writing Narrative and Descriptive Essays; Readings from Longfellow and Whittier; Rhetorical Imagery.

SECOND YEAR.—Rhetoric; Parallel Readings; Trench on Words; Critical Readings; Expository Essays from Various Authors; Essays in Exposition; a Brief Survey of the Field of English and American Literature with a view to Acquainting the Student with the Principal Writers of the Principal Epochs, the Times in which they Lived, Such Leading Events in their Lives as Influenced their Writings, the Names, Character, and Influence of their Principal Works; Morgan's History of English and American Literature.

THIRD YEAR.—Study of the Elizabethan Era; History of the Gothic Drama; Shakespeare, Merchant of Venice, Macbeth, with Guides to Study; Critical Theses; Tennyson's In Memoriam.

FOURTH YEAR.—Critical Study of Representative Works of Representative Authors of each Important Era, Observing the Development of the English Language and Literature; Essays of Macaulay, DeQuincey, and Carlyle; Essay Writing.

**DEPARTMENT OF HISTORY.**

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LUCY H. ROBERTSON.

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The course of study in History has been arranged with a view to imparting to students the following essentials: 1, familiarity with the great names and events of history; 2, a distinct idea of chronological order; 3, a systematic knowledge of the relative importance of contemporaneous events.

While political history is necessarily given a large place in the consideration of a country and nation, special attention is directed to the growth and development of institutions; to the inner life of the people as it finds expression in forms of government, social life, progress in art, science, literature, religion, and all that goes to make up the peculiar genius of a people.

By the encouragement of independent research, it is sought to inspire enthusiasm for historical study and to develop the faculty of judgment, enabling the student to trace effect to cause, and so to train her reasoning powers as to bring acquired knowledge to bear upon every day experience, and thereby to solve the problems presented in current history.

The instruction by text-books is supplemented by topical study, parallel reading, and research in a well selected library.

**COURSES OF STUDY IN HISTORY.**

**COURSE I.**—History of Greece and Rome, with introductory lectures on the history and influence upon civilization of the older nations of the Orient. History of England.

Before entering upon this course of study, students will be required to give satisfactory evidence of their knowledge of the history of the United States and of North Carolina.

**COURSE II.**—Topical studies in Mediæval History, especially embracing the leading transitional movements consequent upon the disruption of the Roman Empire: The Reformation and Renaissance: The French Revolution: Studies in Colonial Records.

## CIVICS.

The State's chief object in fostering and supporting public schools, high and low, is to make good citizens.

The Normal and Industrial School, receiving a part of its support from legislative appropriation, and being charged with the duty of preparing teachers to work in the schools of the state, proposes to emphasize by its course of study and in every other legitimate way the dignity and duty of citizenship. A public school teacher should be prepared to teach, in connection with the history of the State and the United States, the rights, privileges and duties of a citizen. To quote from the text-book used: "Every school should teach, and every child should study, the principles of our government, in order:

"1. That by knowing his country better he may learn to love it more. The first duty of the school is to teach its pupils to love 'God, home and native land.'

"2. That the child may learn that there is such a thing as just authority; that the obedience to it is right and manly; that we must learn to govern by first learning to obey.

"3. That he may know his rights as a citizen, and 'knowing, dare maintain'; that he may also know his duties as a citizen, and, knowing, may perform them intelligently and honestly.

"4. That he may understand the sacredness of the right of suffrage, and aid in securing honest elections and honest discharge of official duties.

"5. That he may better understand the history of his country, for the history of the United States is largely the history of our political institutions."

This subject is taught by the use of text-books and by lectures, and is in charge of the President of the Institution.



**DEPARTMENT OF MATHEMATICS.**

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GERTRUDE W. MENDENHALL.

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FIRST YEAR.—Elementary Algebra.

SECOND YEAR.—Plane Geometry.

THIRD YEAR.—Solid and Spherical Geometry. Higher Algebra. Plane Trigonometry.

FOURTH YEAR.—Spherical Trigonometry. Analytical Geometry.

A knowledge of Arithmetic is required of those who enter the Freshman Class.

A year's course in Arithmetic, designed to give a thorough knowledge of the subject and of the best methods of teaching it, has been arranged, and will be required of all students whose knowledge of this subject is not satisfactory to the head of the department of mathematics.

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**DEPARTMENT OF SCIENCE.**

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DIXIE LEE BRYANT,  
MARY M. PETTY.

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FRESHMAN—Physical Geography and Botany.

SOPHOMORE—Chemistry.

JUNIOR—Physics.

SENIOR—Zoölogy or Geology.

*Physical Geography* will be introduced by some simple experiments in elementary science to illustrate the states of matter, law of gravitation, laws of motion, chemical affinity, etc., in order that the students may obtain some conception of the laws regulating the forces of which physical geography mainly treats, as well as to initiate them into independent observation work.



The course proper will consist of work upon the important topics of *air*, *water*, and *land*, together with a classification of *plants* and *animals*, with special reference to their distribution and uses.

A text-book embracing these subjects will be furnished each student, and reference books will be found in the library; but, besides recitations, a small part of the subject matter will be given in lecture form, and by far the greater part in original observation work. The notes and conclusions of all work must be kept in individual note-books.

The purpose of this course is not only introductory and preparatory to the succeeding science, but it is an attempt, by the study of the surface of the earth as affected by the mutual influence of man and nature, to put life and meaning into geography.

*Systematic and Structural Botany of Flowering Plants* will be prefaced by a brief course in plant biology and structure, and in the classification of cryptogamic plants.

The major part will be macroscopic laboratory work on plants themselves, following plant life from seed to leaf, and from flower to fruit. Each student will be expected to express her observations not only in recitations, but in written descriptions, and in sketches.

An herbarium of thirty flowers with their written analyses is required to complete the course.

General Chemistry consists of lectures, recitations, problems and laboratory work for one scholastic year.

In the lectures are given the principles and theories of general chemistry, illustrated by experiments. The recitations are for the purpose of individual discussion with the students of topics given in lectures, and of chemical problems. Laboratory work is required of each student.

A students' laboratory is equipped with the necessary apparatus and material. Here each learns for herself the chemical properties of substances, and fundamental processes, and is led on, step by step, *to do, to see, to conclude*, until a scien-

tific habit of thought is acquired, and it is hoped a scientific imagination awakened.

*Physics* extends through one year, and must be preceded by Chemistry. This course also will consist of lectures, recitations, problems, and laboratory work.

The topics discussed will be *Mechanics*, *Heat*, *Electricity*, *Sound*, and *Light*.

A students' laboratory has been well equipped with apparatus for the fundamental experiments in physics. Only a small part of the work will be devoted to the attainment of exactness in measurements; the object of the greater part will be the deduction of general principles, as this is considered more practical for persons expecting to use their knowledge in instructing the young rather than in becoming experts.

*Zo-ology*, a full year's work, should follow Chemistry and Physics. The lectures take up the subject systematically, and, at the same time, seek to develop the principles of biology.

There were furnished this year nicely prepared alcoholic specimens of *asterias*, *echinus*, *holothuroidea*, *loligo*, *phascolosoma*, *sycotypus*, *cancer* and *amphioxus*, and these were supplemented by fresh specimens of *ostrea*, *mya arenarea*, *venus mercenarea*, *lumbricus*, *limulus*, *insecta*, fish, and birds. In this way a fair idea of gross comparative anatomy was obtained.

*Geology* extends through one year. A fair knowledge of the elements of Chemistry and Physics is necessary to a satisfactory pursuit of this subject.

Geology is introduced by a short course in descriptive and blowpipe mineralogy, and descriptive lithology. For this purpose the institution has purchased fifteen sets of one hundred and fifty different typical rocks and minerals. By individual study of these, the students are expected to become familiar with the commonest rocks and minerals in the state.

Dynamic Geology follows, the principles of which are illustrated, as far as possible, by observation of processes now at work upon the surface of the earth.

A synopsis of Historical Geology concludes the course. The aim of this is to tell briefly the story written in the book of stone.

The course was supplemented this year by a trip to Pilot Mountain and Mt. Airy. The class had the special guidance of Prof. J. A. Holmes, the State Geologist.

They also had the peculiar privilege of a lecture by Prof. Collier Cobb, of the University of North Carolina, upon his original investigation in the Triassic of North Carolina, and a lecture by Prof. J. A. Holmes, State Geologist, on the Coastal Plain.

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DEPARTMENT OF ANCIENT AND MODERN LANGUAGES.

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VIOLA BODDIE,  
P. P. CLAXTON,  
FLORENCE A. STONE.

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LATIN.

The instruction in this department embraces a period of four years, the first three of which are required for the college diploma.

No previous work in Latin is required for admission, but we recommend that students endeavor to secure at least one year's good training before entering the college, as this will enable them to do more of the advanced work of the department.

The work of the first year includes a thorough mastery of the regular conjugations and declensions, together with the gaining of a good vocabulary for future reading. Composition constitutes an important part of each lesson as a means of fixing in the mind of the student both the forms and constructions of the language.

The second year is given to the study of Cæsar's Gallic War and to special work in prose composition.

Cicero and Vergil are read during the third year.

The fourth year's work includes the careful study of Livy and Horace, or of other Latin writers of equal difficulties with these. Throughout the course there are given, by teachers and students, talks on Roman life, especially on that period in which the particular author read by the class lived.

Text-books for class use are furnished by the school. Each student, however, ought to own a Latin Dictionary, a Classical Atlas, and a Classical Dictionary.

#### FRENCH.

The course of French embraces three years. The first two of these are required for the college diploma, unless German be substituted.

The purpose of the first year's work is to render the student familiar with the names of objects about her and to give her the ability to speak and write concerning these in correct French.

Rougemont's Drill Book "B" is used as a guide in this work. Anecdotes, Nouvelles, and other easy stories in French are read during the first year.

Conversation and composition form a part of each recitation.

During the second year, special drill is given in the use of irregular verbs, uses of the subjunctive, and the idioms peculiar to the language.

Reading, conversation, and composition work are continued.

The work of the third year is given to the study of the history of French literature and to the careful reading of as many of the best authors as our time will allow.

Grammar is taught by explaining the constructions met with in reading. Throughout the course much attention is given to training the ear by dictation exercises and conversation.

## GERMAN.

FIRST YEAR.—Reading easy German, about 300 pages; exercises in speaking and writing, based on reading lessons; general principles of the declension of adjectives and nouns and of the conjugation of verbs.

SECOND YEAR.—Reading selections from modern German literature, prose and verse; speaking and writing as in first year; grammar.

THIRD YEAR.—German classics; speaking and writing; brief history of German literature; grammar.

In the third year, students will be encouraged to use their German as an aid in their other studies, especially in pedagogics.

In the regular course, German is begun in the Sophomore year.

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DEPARTMENT OF PHYSIOLOGY AND PHYSICAL CULTURE.

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DR. ANNA M. GOVE.  
MAUDE F. BROADAWAY.

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The work in this department is under the direction of the resident physician of the Institution, and of the Director of the gymnasium. The general object of the department is to give the students such knowledge as will make them reverence and care for their bodies, and such training as will give them strength and conduce to their happiness.

The course of instruction in Physiology during the last session embraced the study of protoplasm and cell life, of the osseous, muscular, cutaneous and nervous systems, as well as the consideration of foods, digestion, and circulation.

In the class-room, free and constant use was made of the articulated bony skeleton, chart, and a chart manikin. In addition to these, students were shown wet and dry specimens of heart, brain, etc., and occasional dissections of some lower

animal. The action of the lungs and heart was demonstrated by the use of those organs of the cat, pig, and owl.

It is hoped that next year there will be a physiological laboratory, where digestion, circulation, and nerve and muscle phenomena may be studied by each student.

A large part of the work of the resident physician was done in the morning and evening rounds among the students. At such times, especially in the evening, many suggestions were made as to ventilation, clothing, bathing, dressing, and other points of personal hygiene.

The aim of the work in Physical Education is to correct careless physical habits, develop the body symmetrically, and give to the student that erect, strong, reliant, dignified, and graceful carriage and deportment, that always characterize the cultured woman. The purpose is not only to provide systematic, graded, healthful exercise for the class, but also to give to each student such exercises as her peculiar case demands, to straighten crooked shoulders, to strengthen weak lungs, to develop chest and arms, and to improve her general bearing. Students are encouraged to take a cold sponge bath after exercising. Work in the gymnasium was begun with very simple free movements, and, as gradually as possible, the difficulty and number of movements were increased, and work with the apparatus was introduced.

The gymnasium was much improved during the year by the addition of a number of pieces of the most improved apparatus.

The improvement was noticeable in the strength, health, and general bearing of the students.

The members of the most advanced class were each appointed to do a certain amount of actual teaching in this department each week, and to all the classes, were given such exercises and educational games as would be of practical use to them as teachers in the public schools where a regular gymnasium is not procurable.



## DEPARTMENT OF VOCAL MUSIC.

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CLARENCE R. BROWN,  
FANNIE COX BELL.

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The Music Department of the State Normal and Industrial School is based on somewhat different principles from that of other schools for the education of women in the state and in the South.

Experience shows that while the per centage of people who sing is very small, the per centage of those who cannot be taught to sing is much smaller.

It is estimated that in this country from 85 to 90 per cent. can be taught to sing.

In Germany and other countries where music has been taught for generations in all schools, public and private, and where a child learns to sing as he learns to read, the per cent. is about 98. Americans are awaking to the fact that music is not only a good, but a necessary thing, and the schools in which music is not taught are rapidly disappearing.

No town or city of any considerable size is without a teacher of vocal music in the schools, and the effect of this work will be appreciably felt a few years hence, when the influence of music taught in our schools shall begin to tell on our church, Sunday school and day school singing, and, in fact, on the singing of the masses in all gatherings, both public and private.

In Germany no man can obtain a position in the government schools, unless he can play the violin and teach singing, and the day is not far distant when no man or woman can obtain a position in any first class school of this country unless he or she be able, at least, to conduct the music lessons in the school under the direction of the special instructor.

It is the purpose of the music department of this school to give each student, regardless of any special talent for music, an opportunity to become a fairly good singer, to have sufficient knowledge of the rudiments of music to enable her to read



at sight all ordinary music, and to be able to teach the first principles of singing and sight-reading to the pupils of her school.

It is also the purpose to furnish the best possible vocal training for those whose talents and natural endowments fit them for higher development in the art of singing.

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DEPARTMENT OF ART,

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MELVILLE VINCENT FORT.

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The object of the Art education in this Institution is to give instruction and practice in drawing, so that a student may express her ideas in form; to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial Drawing is, more than ever, recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful.

Should no immediate use be made of the study, from an educational point of view, the habits of promptness, neatness and accuracy that are acquired by this training, are of incalculable value.

By training the eye and hand, industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first session in the course of Freehand Drawing consists of drawing from blackboard dictation; lines straight and curved and a combination of these lines; originating simple designs; drawing with charcoal from geometric solids; plaster casts and bas-relief.

The second year, some work from casts; mechanical drawing; the principles of design and applied design, with modeling in clay.

During the second year wood carving and china painting may be pursued.

The third year, applied design continued, and the principles of architectural drawing. The History of Art may be studied during this session.

One year's work in this department, two periods per week, is necessary to secure a diploma or a certificate from the Institution.

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#### DEPARTMENT OF DOMESTIC SCIENCE.

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EDITH A. McINTYRE.

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The Department of Domestic Science forms a part of the Industrial training, and includes both cooking and sewing.

Cooking and sewing are not taught as mere mechanical processes, but as a means of mental culture.

This subject when pursued in connection with the other course covers four years.

**FIRST YEAR.**—*Sewing.*—Instruction in plain hand sewing together with the study of textile fabrics and their manufacture.

**SECOND YEAR.**—*Sewing.*—Instruction in dress cutting, fitting and making. The study of color and the combining of colors will receive attention.

No student will be allowed to take the second year of sewing unless the first has been satisfactorily completed in this Institution, or elsewhere.

**THIRD YEAR.**—*Cooking.*—Each student receives laboratory instruction in the art of cooking, and gains a knowledge of subject matter by means of lectures and a given course of reading.

A course of lessons will also be given on cookery for the sick.

**FOURTH YEAR.**—The last year's work will include the study of general household economy.

**COMMERCIAL DEPARTMENT.**

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E. J. FORNEY.  
MARGARET BELL.

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**SHORTHAND.**

We teach the original Isaac Pitman system of shorthand. The course in the first stages embraces not only the study of the principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to familiarize her with business correspondence and office work generally, actual business letters bearing upon various subjects are dictated. These are reproduced on the typewriter.

Believing that a larger portion of our students will be ultimately engaged in amanuensis work, we emphasize this feature. But reporting and the work pertaining thereto is not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and information. We also give technical instruction, such as Medical and Legal terms, etc.

**TYPEWRITING.**

The Remington Standard Typewriter is used. In this department the practical is emphasized.

**BOOKKEEPING.**

The course in bookkeeping is the same as that now given in all progressive commercial colleges. It comprises double entry, single entry, retail, special column, and business practice. The course is practical.

Students taking a course in shorthand will find it to their interest to have a practical knowledge of bookkeeping.

## TIME REQUIRED.

The diligent student can, in eight months, acquire a speed of 80 or 100 words a minute, which is sufficient to do good office work; but, if reporting is intended, the subject should be studied for at least two sessions.

## CERTIFICATES.

Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80, 100, 125 (and above) words per minute.

## TELEGRAPHY.

The course comprises a theoretical knowledge of this subject, and a practical knowledge, so far as it can be given outside of a regular telegraph office.

## HOME WORK IN SHORTHAND.

Experience has taught us that the art of shorthand writing, particularly the elementary part of it, can be acquired at home; in fact many of the best writers of shorthand to-day are self-taught. We desire to have our students remain with us as long as possible in the *advanced work*. In order, then, that students may enter as high a class as possible, we will, upon request of those who are students here now or who intend to matriculate here later, outline a course of study to be taken by correspondence. This course is specially prepared to give students an opportunity to study the elementary part of shorthand at home. It consists of sending written exercises twice a week for correction and suggestion. This systematic work, continued for three or four months, will give a student a fair knowledge of the principles of shorthand. Upon entering the Institution, students will be credited with the work done at home, if they pass a satisfactory examination.

### ADMISSION OF STUDENTS.

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The Normal and Industrial School is a part of the Public School System, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the State, it has made its requirements for admission to the Freshman Class such that any bright girl who has improved all her opportunities in the best country public schools can enter its walls and enjoy the advantages offered. To make the requirements for admission lower than this is unnecessary, and to make them higher would exclude many worthy and ambitious young women belonging to a class which, more than any other, influenced the Legislature to vote for the establishment of the Institution, and who have, therefore, a peculiar right to its advantages.

As the public schools throughout the State become better, the entire course of study in this Institution will be advanced.

At present the following will be the

### REQUIREMENTS FOR ADMISSION.

1. As to scholarship, the applicants, in order to be admitted to the Freshman Class, must be able

- (a) To analyze any ordinary arithmetical problem ;
- (b) To read any ordinary English page fluently at sight ;
- (c) To express thoughts accurately in writing ;
- (d) To answer fairly well questions on English Grammar, Geography, History of the United States, and History of North Carolina.

2. They should be sixteen years old and in good health.

3. They should send with their applications, *which they themselves should write*, statements from their last teachers as to scholarship and conduct.

So far as recitation room and teaching force are concerned the Institution can accommodate four hundred students ; but

the number it can accommodate with board in its dormitories is limited. (Board can be had in good families near the institution at from \$10 to \$12 a month. Board is furnished in the dormitory buildings of the institution at not exceeding \$8 a month.)

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#### BOARDING PLACES IN THE DORMITORIES.

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The majority of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become teachers. The other places will be given to those who prefer to pay tuition whether they intend to become teachers or not, the money thus derived from tuition being used to enlarge and better equip the dormitories. By this means the number of free-tuition places can be gradually increased, as has been done this year.

*Any county appointments not applied for by August 15th, will be given to applicants from other counties, preference being given to the following classes:*

1. Graduates of colleges for young women. This is done in order to prevent graduates from entering the competitive examinations against younger or less mature scholars, and because these graduates can be prepared in a shorter time to begin teaching in the state's schools.

2. Those who have spent a year or more at the Institution, boarding in private families, and whose conduct and studious habits have commended them to the faculty. Those who have boarded in the dormitories and paid tuition, though intending to become teachers, are also considered as belonging to this class.

3. The best material among new applicants.



## COUNTY APPORTIONMENT.

Of the one hundred and fifty county appointments, with the privilege of securing board at the reduced rate in the dormitory buildings, the following is the apportionment, by counties, according to law :

2 Alamance,	2 Forsyth,	1 Orange,
1 Alexander,	1 Franklin,	1 Pamlico,
1 Alleghany,	2 Gaston,	1 Pasquotank,
1 Anson,	1 Gates,	✓1 Pender,
✓2 Ashe,	✓1 Graham,	1 Perquimans,
2 Beaufort,	2 Granville,	1 Person,
1 Bertie,	1 Greene,	✓2 Pitt,
1 Bladen,	3 Guilford,	1 Polk,
✓1 Brunswick,	1 Halifax,	3 Randolph,
4 Buncombe,	✓1 Harnett,	1 Richmond,
2 Burke,	✓2 Haywood,	2 Robeson,
2 Cabarrus,	2 Henderson,	2 Rockingham,
2 Caldwell,	1 Hertford,	2 Rowan,
1 Camden,	1 Hyde,	2 Rutherford,
1 Carteret,	3 Iredell,	2 Sampson,
1 Caswell,	✓1 Jackson,	2 Stanley,
2 Catawba,	3 Johnston,	2 Stokes,
2 Chatham,	1 Jones,	2 Surry,
✓2 Cherokee,	1 Lenoir,	✓1 Swain,
1 Chowan,	1 Lincoln,	1 Transylvania,
✓1 Clay,	1 Macon,	1 Tyrrell,
2 Cleveland,	✓3 Madison,	2 Union,
2 Columbus,	1 Martin,	1 Vance,
1 Craven,	1 McDowell,	3 Wake,
2 Cumberland,	3 Mecklenburg,	1 Warren,
1 Currituck,	2 Mitchell,	1 Washington,
1 Dare,	✓1 Montgomery,	1 Watauga,
2 Davidson,	2 Moore,	2 Wayne,
1 Davie,	2 Nash,	3 Wilkes,
2 Duplin,	1 New Hanover,	2 Wilson,
1 Durham,	1 Northampton,	2 Yadkin,
1 Edgecombe,	1 Onslow,	✓1 Yancey.

### APPLICATIONS AND EXAMINATIONS.

*Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the Faculty of the Institution.*

*All applications for admission should be in the hands of the President on August 1st.*

If, on that day, the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident, from the application and for other reasons, that the scholarship of such applicant or applicants is good enough to admit her or them to the Institution, notification will be given, and the examination for classifying such students will take place when they arrive at the Institution. If, however, there should be more applicants than can be admitted from the county, a competitive examination, prepared by the Faculty of the Institution, will be given under the direction of the County Superintendent of Public Instruction.

### BOARDING ARRANGEMENTS AND EXPENSES.

Students are allowed to board in private families in Greensboro, provided the President of the Institution is notified in advance and approves of the places where they propose to board. The Institution cannot rid itself entirely, nor does it desire to, of responsibility for the conduct of its students out of school hours, even though they do not board in the college dormitories. It will, therefore, receive as students only those who board in such homes as will be managed in harmony and sympathy with the government of the Institution. Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal, and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the State, and board will be furnished at actual cost, not to exceed

\$8 a month. The law does not allow any money to be made on the boarding department.

At the close of each annual session the supplies left over will be sold, and whatever surplus is left in the hands of the Bursar and Matron will be distributed to the students who may have boarded in the dormitories. The actual cost of board during the past year was \$7.93½ a month, fifty-two cents having been returned to each student who spent eight months in the dormitories.

The dormitory buildings will be made pleasant homes for the students. Their social life will receive special attention, and a female physician will be on the premises night and day, and will have the constant care of their health.

#### EXPENSES FOR ANNUAL SESSION.

Tuition for entire course.....	\$ 40.00
Board in dormitories (not to exceed).....	64.00
Laundry .....	12.00
Physician's and Physical Culture fee.....	5.00
Book fee.....	5.00
Contingent fee.....	2.00
Total.....	<u>\$128.00</u>

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from \$16 to \$32, according to the price paid for board.

To any lady desiring to take a special course in Stenography, Domestic Science, Art, Vocal Culture, or other single department, and who does not expect to become a teacher, a charge of \$20 a year will be made.

To those who will signify their intention to teach, at least half as many years as they receive instruction at the Normal and Industrial School, there will be no charge for tuition in any department. To illustrate: If a young woman should enter this year and remain in the Institution four years, with

free tuition, graduating in May, 1898, she would be under obligation to teach in the State during the two years ending May, 1900, if she could get employment. *Thus, students intending to teach, and who receive county appointments to board in the dormitories, would find their annual expenses reduced to \$88.*

The only additional expenses at the Institution would be for medicines actually used ; materials consumed by use in the various departments ; Literary Society fee (\$1.00 annually), and a gymnasium outfit. This outfit includes a pair of rubber heel shoes costing \$2.25, and its entire cost is \$5.75. All materials will be furnished at actual cost.

If the resources of the Institution permitted, it would use only single beds. And there will doubtless be students who, by the advice of the physician, will be required to occupy single beds. In such cases an extra charge of two dollars a year will be made to each student.

If others who apply desire to have single beds, they can secure them on the same terms.

The students are required to bring no text-books. The Institution will, for the five-dollar book fee, furnish the use of all ordinary text-books. But it might be helpful if students should bring any books in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, Greek, French, or German Lexicons, when needed, must be purchased by the student.

Upon entering the Institution, each student will be required to pay the physician's physical culture fee of \$5, the book fee of \$5, and the contingent fee of \$2. All Sophomores deposit with the Bursar at the beginning of the year \$2 for Chemistry materials ; Juniors, \$1 for Physics materials ; Domestic Science or Art students, \$2 each for material used ; and Seniors, \$2 for material used in Science and Pedagogics.

*All other charges must be paid quarterly in advance.*

*In all business matters the institution prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience, and makes them see what their training is costing.*

All students are supposed to matriculate for the full year and must not expect any fees or dues remitted on account of their irregularities, or change in their plans, except in cases of their serious illness, making it necessary for them to leave the institution.

*Let all checks and money orders be made payable to E. J. Foreney, Bursar.*

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#### IMPORTANT DIRECTIONS.

1. The Normal and Industrial School will begin its third year's work October 4, 1894. The length of the annual session will be eight months. It is urged that all students be present on the first day.

2. There will be a vacation of one week at Christmas. Students remaining in the dormitories during the Christmas holidays will be charged \$2.25 for board and laundry.

3. When application is made for admission, the applicant should not fail to give her county.

4. Applicants for board in the dormitory should state whether or not they desire single beds, and should send bedding two days before their arrival.

5. The rooms in the dormitory buildings have been comfortably fitted up with new furniture, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and a pair of pillow-cases, one pair of sheets, one pair of blankets, one counterpane, towels and table napkins, one spoon, knife, and glass for individual use in her room. Those using single beds will need to bring more bedding.

6. All applications for admission will be filed, and whenever vacancies occur unexpectedly they will be filled by the appointment of those who have filed their applications.

7. If, *after examining this catalogue carefully*, further information is desired, it can be obtained by addressing President McIver, Greensboro, N. C.



## GENERAL INFORMATION.

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### FACULTY.

The faculty consists of seventeen teachers besides assistants and tutors. All, except three, are natives of the South, and more than half of them are native North Carolinians. In their culture and training they represent our best Southern Colleges and Universities; the leading Scientific institution of New England and its most popular College for women; the foremost Normal College in the South; the leading school for training teachers in the North; the strongest State Industrial College for women in the South; the leading Medical College for women in New York. Three members of the faculty have pursued courses of study in Europe.

The Board of Directors and the Faculty will not be satisfied until North Carolina's Normal and Industrial School shall be equal to the best institutions of its kind anywhere.

### EQUIPMENT.

No institution of learning can accomplish its work without good general equipment. Well arranged buildings, good furniture, and a strong faculty are not the only essentials. Scholars, unlike poets, are not born; they grow. And students should breathe an atmosphere that will promote growth. No institution without a good library can reasonably hope to send into the world graduates with a literary spirit.

As a part of the general equipment, this institution is provided with a well selected library. Great care has been taken to select such books as will be most serviceable to students in their work in the various departments, and the library is kept open and is in constant use from 9 a. m. to 4 p. m.

A Reading Room, containing the best current literature, including state and national newspapers, leading magazines and educational journals, is open to the students at all hours.



The Gymnasium is well equipped with apparatus for physical culture.

The department of Natural Science is equipped with laboratories and specimens, which will be made better and more complete as the funds of the Institution will allow.

The same may be said of the Art room, the Physiology room, the Observation and Practice School, and all other departments.

#### STUDENTS' ORGANIZATIONS.

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the Institution and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

#### THE ADELPHIAN AND CORNELIAN SOCIETIES

are two literary organizations of strength and usefulness both to the Institution and to the individual members. They are managed by the students themselves, and the faculty have no connection with them except honorary membership. After observing for two years the progress of those students who have joined these societies and of those who have not, the authorities of the Institution do not hesitate to say that it is a great mistake for a student not to become a member. Besides the literary work, they give a training to students in self-control and in influencing others' thoughts, which the regular work of the Institution cannot give.

#### THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

is the organization under whose auspices most of the religious work of the Institution is done. All the students are invited to become members, and the faculty give such aid as they can in the prosecution of its work. The association has

charge of the charity work, Sunday school work, prayer meetings, and other general religious work. The pastors in town and others are frequently invited to make addresses before the organization.

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#### LOAN FUNDS AND FELLOWSHIPS.

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##### THE WOMAN'S EDUCATION CLUB

is a co-operative philanthropic association whose aim it is to help worthy and ambitious young women who have brains and character, but who are unable to defray all the expenses of their education at this Institution. The membership consists of students of this Institution and others whom they can induce to join the club. The annual fee, \$2, is due the first of December for the next five years. This organization now has about three hundred members and it is hoped that the membership will increase to 1,000 during the next year. It will use its funds by making loans without interest to worthy students who could not enter the Institution without this help.

##### THE JARVIS BUXTON LOAN FUND.

This fund, now amounting to \$100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who, notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

##### FELLOWSHIPS.

There have been established at the Institution the following fellowships. These fellowships are accompanied by certain conditions, about which applicants can get information by writing to the President of the Institution. All fellowships, except the society fellowships, will be awarded by the President and Faculty of the Institution.

1. Fellowship worth \$64, given by members of the Faculty of the Institution.

2. Fellowship worth \$88, given by the classes of 1893-1894.
3. Fellowship worth \$88, given by Dr. R. H. Stancell.
4. Fellowship worth \$64, given by Mrs. Charles D. McIver.
5. Fellowship worth \$88, given by the Adelpian Literary Society.
6. Fellowship worth \$88, given by the Cornelian Literary Society.

It is hoped that, by means of donations and by the contributions through the Woman's Education Club, other fellowships will be established before the beginning of the next scholastic year.

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#### DISCIPLINE.

The general policy in regard to discipline has been to trust the students and appeal to their honor and pride, and to their interest in the success of the Institution. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Whatever regulations have been made in regard to conduct and to study hours have been the result of a consultation with the students and of a practically unanimous vote in their favor. The students are responsible for the preparation of the lessons, but they can do their studying either in the Assembly Hall, where each of them has a desk, or in their private rooms, as their brothers do when they go to college. The object is to throw responsibility upon the students, and to make them, as nearly as practicable, a self-governing body. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where one third of the students are themselves teachers, where about one third are defraying their own expenses, and where the average age is nearly twenty years, the sober judgment of the students can be relied upon*

to produce a public sentiment that will result in right conduct and honest work.

The authorities of the Normal and Industrial School deal frankly with the students, who, in turn, give to the faculty the heartiest and most friendly co-operation in all matters affecting the success of the Institution.

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#### SOCIAL LIFE.

With regard to the social management of the dormitories, we consider it essential that the young ladies should have every privilege consistent with student life. Shopping, visiting, and receiving friends are not prohibited, but no night must be spent out of the dormitories without a written request from parents or guardians, and, even then, permission will not be granted, if, in the judgment of the authorities, it would be unwise to grant it.

It is also desired that the young ladies shall have opportunities to mingle with cultured society.

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young ladies will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations, unless a written special request for each case comes from her parents or guardian addressed to the President or Lady Principal.

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#### PATRONAGE.

The Normal and Industrial School congratulates itself upon the character of its patronage. It would have been peculiarly unfortunate if the patronage had been drawn exclusively from wealthy and fashionable circles. It would have been equally unfortunate if it had come *exclusively* from classes too poor to go elsewhere. The statistics, which appear in another place, show that our students represent socially, finan-

cially, and educationally every respectable class of North Carolina people. They come from all sections of the state, and among them are graduates of our leading institutions for girls; graduates from the graded schools; those who have been prepared by their local private academies; and others, whose only educational opportunities have been those offered by the public schools throughout the state. Some have come because they could not afford to go elsewhere. Others are here because they want to prepare for teaching or for industrial pursuits, and prefer an institution whose main purpose is to give such preparation, and where the general surroundings are in harmony with their purposes. Others still who belong to neither of these two classes, but who believe in thoroughness in the essentials of education, and who think it safest to be prepared to earn their own living, should it ever become necessary, have been attracted because of the emphasis the Normal and Industrial School lays upon the practical side of education. By whatever motives actuated in becoming students, there is in the entire student body an earnestness and dignity of purpose which challenges admiration, and gives promise of good results in the future.

It is gratifying, too, to be able to state that the number who have applied for admission is very large. The number enrolled was 391; about one hundred and fifty of these boarded in private families. A larger number would have been on the roll if there had been sufficient dormitory accommodation.

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#### SCOPE OF PATRONAGE.

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage and its wide range as to locality, class, and previous educational opportunity:

Number of students.....	391
Average age of students.....	19 $\frac{2}{3}$
Number of counties represented.....	77



Number of graduates of other institutions for women.....	24
Number of graduates of public high schools.....	18
Number who have taught.....	104
Number who are defraying their own expenses.....	127
Number whose fathers are not living.....	97
Number whose fathers are farmers .....	153
Number whose fathers are merchants.....	26
Number whose fathers are bookkeepers.....	7
Number whose fathers are clergymen .....	7
Number whose fathers are physicians.....	16
Number whose fathers are teachers.....	6
Number whose fathers are lawyers.....	11
Number whose fathers are lumber dealers.....	8
Number whose fathers are liverymen.....	1
Number whose fathers are drummers.....	5
Number whose fathers are auctioneers.....	1
Number whose fathers are manufacturers.....	4
Number whose fathers are mechanics.....	5
Number whose fathers are engineers.....	3
Number whose fathers are tobacconists.....	3
Number whose fathers are railroad agents.....	7
Number whose fathers are hotel proprietors.....	3
Number whose fathers are insurance agents.....	4
Number whose fathers are bankers.....	1
Number whose fathers have retired from business.....	6
Number whose fathers are engaged in miscellaneous business.....	17
Number educated partially or entirely in the public schools.....	317
Number who, according to their own statement, would not have attended any North Carolina College if they had not become students of the Normal and Industrial School.....	246

## THESE FIGURES SHOW:—

1. That 32 per cent., or nearly one-third of the students, are defraying their own expenses, with borrowed money or with their own earnings and without help from parents.
2. That 63 per cent., or nearly two-thirds, would have attended no other North Carolina College if they had not become students of the Normal and Industrial School.
3. That 317 students, or 81 per cent., received their preparation partially or entirely in the public schools.



**DONATIONS AND LOANS.**

In addition to the Fellowships and Loan Funds already referred to, the Institution desires to acknowledge receipt of the following donations and loans made during the last scholastic year :

1. About 500 volumes of books, donated by the University of North Carolina.
2. 50 mineral specimens from King's Mountain, by Prof. Collier Cobb.
3. A large collection of North Carolina gems and stones and a large piece of flexible sandstone, by Dr. D. M. Schenck.
4. A collection of Guilford county minerals and Indian relics, loaned by Dr. J. A. Coble.
5. Several volumes for the library, by Dr. J. A. Coble.
6. Minerals given by Prof. J. Y. Joyner, Mrs. C. D. McIver, Prof. E. McK. Goodwin, Miss Wrennie Saylor, and Mr. Gilbert Pearson.
7. Indian implements, by Miss Emma Blair.
8. Single volumes to the library, donated by Mr. R. L. Steele, of Rockingham, N. C., and Mrs. M. M. Dimmock, of Washington, N. C.
9. Arrow heads, shells, and birds' eggs, donated by Vinal Edwards, of Woods Holl, Mass.
10. Valuable public documents from Hon. Z. B. Vance, Hon. Thomas Settle, Hon. B. H. Bunn, Hon. F. A. Woodward, Hon. J. L. M. Curry, and Hon. W. T. Harris, U. S. Commissioner of Education.

### \*GRADUATING CLASS OF 1893.

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Mattie Lou Bolton.....	Franklin county.
Maude Fuller Broadaway.....	Forsyth county.
Margaret Clement Burke.....	Davie county.
Mary Rebekah Hampton.....	Iredell county.
Bertha Marvin Lee.....	Davie county.
Zella McCulloch.....	Alamance county.
Margaret Rockwell McIver.....	Chatham county.
Carrie Melinda Mullins.....	Wake county.
Annie May Page.....	Burke county.
Lizzie Lee Williams.....	Gates county.

### \*GRADUATING CLASS OF 1894.

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Mary Katherine Applewhite.....	Halifax county.
Rachel Cuthbert Brown.....	Craven county.
Gertrude Medernach Bagby.....	Craven county.
Mary Lewis Harris.....	Cabarrus county.
Susan Ellen Israel.....	Buncombe county.
Annie Lee Rose.....	Johnston county.
Virginia Taylor.....	Guilford county.
Mary Calvin Wiley.....	Forsyth county.

### †CERTIFICATES OF THE NORMAL DEPARTMENT.

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Emma Blair.....	Guilford county.
Maude Coble.....	Richmond county.
Mary Dail.....	Greene county.
Lucy F. Dees.....	Pamlico county.
Lillian DeVane.....	Cumberland county.
Cora Hare.....	Hertford county.
Lina V. James.....	Pasquotank county.
Laura Newland.....	Buncombe county.
Kate Moore.....	Iredell county.
Sarah Pearsall.....	Wayne county.

\*The diploma given to a graduate of the Normal and Industrial School is a life-license to teach in the public schools of the state.

†This certificate entitles the holder to teach in the public schools of the State for five years without further examination.

Nannie Richardson.....	Johnston county.
Sallie W. Scott.....	Warren county.
Ora L. Schell.....	Caldwell county.
Mattie Sessoms.....	Cumberland county.
Daisy Waite.. ..	Wake county.

**\*CERTIFICATES OF THE COMMERCIAL DEPARTMENT.**

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Nettie M. Allen.....	80 words.
Ollie Bradshaw.....	80 words.
Fodie Buie.....	120 words.
Julia Cox.....	80 words.
Elsie Riddick.....	80 words.
Lillian Townsend.....	80 words.

\*These certificates are given on an examination test with *new general matter* as dictation.

# COMMENCEMENT OF 1894.

WEDNESDAY, MAY 23RD.

10:30 A. M. Prayer by REV. J. W. WEAVER, D. D.

Introductory Remarks by HON. J. C. SCARBOROUGH, President of the Board of Directors.

Introduction of the Orator of the Day by His Excellency GOVERNOR ELIAS CARR.

ADDRESS BY HON. W. J. BRYAN.

8:30 P. M. CLASS EXERCISES.

President's Address, SUSAN ELLEN ISRAEL.

Essay: "Let Him First Be a Man," MARY CALVIN WILEY.

Class History, VIRGINIA TAYLOR.

Essay: "What Shall We Eat, and Wherewithal Shall We Be Clothed?" MARY LEWIS HARRIS.

Class Poem, ANNIE LEE ROSE.

Essay: "The Value of the Ideal," MARY KATHARINE APPLEWHITE.

Class Prophecy, GERTRUDE MEDERNACH BAGBY.

Remarks to the Class by MRS. W. J. BRYAN.

THURSDAY, MAY 24TH.

10:30 A. M. Prayer by REV. F. L. REID, D. D.

SERMON BY RT. REV. EDWARD RONDTHALER, D. D.

Presentation of Diplomas by the President of the Institution.

Presentation of the Constitution of the United States and of North Carolina by CHIEF JUSTICE JAMES E. SHEPHERD.

Presentation of Bibles by REV. JESSE H. PAGE.

4:30 P. M. Physical Culture Exercises, complimentary to visiting ladies.

8:30 P. M. ADDRESS BY GENERAL JOHN B. GORDON,  
on the "Last Days of the Confederacy."

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MAIN BUILDINGS.